April 8th, 2012

Grade Level: 3

Subject: Verbs: Future, Present, and Past Tense

Number of Students: 22

Major Content: Language Arts

Unit Title: Next, Now, and Then

**Lesson Plan Two**

**Lesson Goal:** Students will learn to use verbs in the Past Tense.

**Objectives:**

1. Students will identify verbs in the past tense.
2. Students will write a story in the past tense.
3. Students will identify past tense verbs they use in their own story and defend why the verbs are in the past tense.

**Language Arts Standards:**

SPI 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

**Content Standard: 3.2** Candidates demonstrate understanding of the parts of speech and their functions in sentences.

**Learning Expectations:**

**3.1.e Developing Language Grammar**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**3.3 Demonstrating Knowledge of Standard English**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Required Prior Knowledge:**

Students must be able to tell the parts of a sentence (i.e.: noun, verb). Students must be able to tell what the verb is in a sentence. Students must also be able to define the meaning of the verb in the sentence. Students must be able to understand that verbs can have different tenses.

**Bloom’s Taxonomy:**

Remembering- Students will recall past tense verbs in order to write their When I Was a Little Girl/Boy story.

Understanding- Students will show their understanding of past tense verbs by pointing out the verbs in the story Hilburt the Halibut.

Applying- Students will write their own When I Was a Little Girl/Boy story using past tense verbs.

Analyzing- Students will distinguish past tense verbs from the other tense when finding verbs in the Hilburt the Halibut book.

Evaluating- Students will defend their choice of past tense verbs found in the Hilburt the Halibut book.

Creating- Students will create their own When I Was a Little Girl/Boy.

**Multiple Intelligences:**

Visual-Spatial- Students will look at the book Hilburt the Halibut and look for verbs.

Intrapersonal- Students will work independently to write their own When I Was a Little Girl/Boy story.

Linguistic- Students will write and come up with their own story.

**Provisions for Individual Differences:**

If students are having difficulty with the lesson, I will have them pair with their study buddy for additional help.

If students are having trouble coming up with ideas for their story, I will give them prompts to help them find ideas.

**Materials:**

Book Hilburt the Halibut by Tim Bixler

Dry Erase Marker

Pictures of each student at a younger age

Story When I Was a Little Girl/Boy (written by teacher)

Overhead projector

White Board

**Time:**

The lesson will begin at 9:00 a.m.

The teacher will begin by talking about the book Hilburt the Halibut and explaining instructions. This will take approximately 10 minutes.

The teacher will then read the book and have the students point out verbs and identify the past tense verbs. This will take approximately 15 minutes.

Then the teacher will read her When I Was a Little Girl/Boy story. This will take 5 minutes.

The students will the write their own When I Was a Little Girl/Boy story. This will take 25 minutes.

Students will share their stories. This will take approximately 10 minutes.

The total lesson time will be 65 minutes.

**Set:**

Attention Getter: The teacher will read Hilburt the Halibut. The teacher will ask the students to listen for the verbs in the story and notice if there any similarities between the verbs.

**Procedures:**

1. The teacher will review the previous day’s lesson about present tense verbs and will explain past tense verbs.

**First Step of the Tennessee Instructional Model**

1. The teacher will show the book Hilburt the Halibut on the white board via the overhead projector. The teacher will then ask students to pick out some verbs on the first page of the story.
2. The teacher will model how she wants the students to identify the verbs. She will then circle the verbs that the students name from the story.
3. The teacher will then draw a square around the verbs that are in the past tense.

**Second Step of the Tennessee Instructional Model**

1. The students will then name the verbs on the following pages and the teacher will circle the verbs.
2. The students will then name the verbs in the past tense and the teacher will draw a square around the past tense verbs.
3. The teacher will then read her story When I Was a Little Girl/Boy.

**Third Step of the Tennessee Instructional Model**

1. The students will then use the picture of themselves from when they were little to write their own When I Was a Little Girl/Boy story.

**Closure:**

The teacher will review past tense verbs and the rules for past tense verbs. The students will then read their When I Was a Little Girl/Boy story to the class individually and tell what past tense verbs they used in their story.

**Assessment:**

Objective1: Students will be able to point out verbs in the Hilburt the Halibut book and tell which verbs are in the past tense.

Assessment1: The teacher will listen and observe the students as they point out the verbs and she will listen to see if they correctly identify the past tense verbs.

Objective2: Students will write their own When I Was a Little Girl/Boy story.

Assessment2: Students will be assessed using a rubric on the correct usage of past tense verbs as well as correct grammar and spelling.

**Supplemental Activities:**

For additional practice, the students will play the Blast the Rocket interactive game. <http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml>



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| **When I Was a Little Girl/Boy Story Rubric** | | |
| **Student used past tense verbs properly** | **Student used mostly used past tense verbs properly** | **Student didn’t use past tense verbs properly** |
| **Student used correct spelling** | **Student used mostly correct spelling** | **Student didn’t use correct spelling** |
| **Student used correct grammar** | **Student used mostly correct grammar** | **Student didn’t use correct grammar** |

**Resources:**

Book Hilburt the Halibut by Tim Bixler <http://www.antbee.com/book.asp?book=1>

Past Tense Verb Lesson <http://teachers.net/lessons/posts/1361.html>